DOCUMENT RESUME

ED 067 511 VT 016 774

TITLE	Project VIGOR: Vocational Cluster Education, Integrated and Articulated, Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experience, Relevant to General Education. Final Evaluation Report.
INSTITUTION	David Douglas Public Schools, Portland, Oreg.; Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	30 Jun 72
GRANT	OEG-0-70-5187(361)
NOTE	88p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Articulation (Program); *Career Education; *Developmental Programs; Elementary Grades; Guidance Services; Knowledge Level; *Occupational Clusters; Post Secondary Education; *Program Evaluation; Questionnaires; Secondary Grades; Student Evaluation; Synthesis; Teacher Evaluation; Work Experience Programs
IDENTIFIERS	Oregon; *Project VIGOR

ABSTRACT

To determine the knowledge level and attitudes of Project Vigor staff and to develop a base for further planning and implementation, nine separate questionnaires were used to collect data from administrators, teachers, and counselors at specific grade levels. It was found that significant progress had been made toward meeting the overall project goal of creating a career education program in a formerly traditional school system, the David Douglas Public Schools in Portland. Major strengths of the program centered on the career clusters in the high school, the work experience program, and the career awareness program in the elementary grades. However, the critical problem was a lack of understanding by the majority of the staff of the total concept of career education. Exploratory programs, particularly at the junior level, and additional materials, principally cluster programs and guidance and counseling services, are needed. Future evaluation would be enhanced by the development of objective indicators of achievement and performance. In addition to the questionnaires and data analyses, the appendixes include the complete report of a special evaluation activity designed and conducted by a senior class student who was also a member of the Project VIGOR advisory council. This activity centered on collecting information from ninth grade students about their knowledge and attitudes toward career education, and its findings are incorporated into the evaluation. (MF)

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FINAL EVALUATION REPORT

of

PROJECT VIGOR: Vocational Cluster Education, Integrated and Articulated Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education

DAVID DOUGLAS PUBLIC SCHOOLS
Portland, Oregon

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project No. 0-361-0055
Contract No. OEG-0-70-5187(361)

Evaluation Conducted by

Applied Research
(Research Coordinating Unit)

Career Education
Oregon Board of Education
Salem, Oregon

June 30, 1972

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Final Report

Project VIGOR Evaluation

1971-72

INTRODUCTION

This is the final report of the evaluation of the David Douglas Public Schools Project VIGOR, for the school year 1971-72.

The evaluation was conducted by the Applied Research unit (Research Coordinating Unit) of the Career Education Section, Instructional Services Division, Oregon Board of Education, Salem, serving as contracted third party evaluator. In addition to the staff of the division, special consultation was utilized in the design of the evaluation plan, the development of instrumentation for baseline data collection, the design and conduct of the student oriented dimension of the evaluation, and the interpretation, synthesis and initial analysis of the gross data.

The evaluation was formed as a participatory activity with members of the Project VIGOR administration, David Douglas Public Schools administration and certain teaching and administrative staff in each of the several buildings in the David Douglas School District. The primary objective of the evaluation was to determine the knowledge, attitudes and feelings of staff and administrators about the Project, and from this information detail baseline status for further planning and implementation of project goals and objectives. A further key objective was to lay groundwork, through the participatory evaluation process, for future integrated, ongoing evaluation of program development.

PROCEDURES

A total of nine (9) separate data collection instruments were developed and used to collect baseline information related to current status of Project VIGOR. Each such instrument was designed to focus on project goals and/or objectives at specific grade levels and according to seven components of the project as follows:

Component

00-Awareness

10-Exploration

20-Guidance

30-General Curriculum

40-Occupational Clusters

50-Work Experience

60-Articulation

Examples of instruments used are shown in Appendix C. The question items were designed to secure responses from two groups of individuals involved in the Project:

I-Administrators

II-Teachers and Counselors

For each of the major groups of respondents, questionnaires were designed appropriate to each of four grade levels unique to the David Douglas system:

Grades 1-6-Elementary

Grades 7-8-Middle School

Grades 9-10-Junior Building

Grades 11-12-Senior Building

The number of completed instruments returned is shown in Appendix B-1.

Procedures used to create a participatory setting for the evaluation include:

1. Initial joint planning of the total evaluation concept and strategy with VIGOR administrators.

2. Cooperative development of an initial set of questionnaires by the project administration, the third party evaluator, and evaluator's consultants.

3. Review of evaluation instruments with the VIGOR staff and staff members from several buildings in the district.

4. Cooperative adjustment of instruments to a question format and a redirection of the scope and framework of the questionnaires.

5. Third and final review of questionnaire items and instrument format with project administrators.

6. Orientation to the evaluation process for district administrators by the evaluator.

7. Orientation to the evaluation process for selected teaching and administrative staff (building evaluation representatives) from buildings by the evaluator.

8. The initiation of building activity reports to supplement the evaluation input process.

In each case, the development of the evaluation process was discussed and shared between the evaluator and the project staff before the next step was taken.

An initial design outline was prepared (Figure 1) and was followed in the orientation sessions for administrators and teachers. In addition, a calendar of activities (Figure 2) was developed projecting activities from December through April. Finally, a suggested staff activity (Figure 3) report was developed by the evaluators as a suggested intervention for improving the documentation process and for providing additional information and was introduced in each of the buildings involved in the project.

Time-Line and Evaluation Activities

Immediately following the building representatives' orientation to the evaluation plan on February 24, the complete sets of finalized questionnaires were provided each of the buildings and the evaluation procedure was begun. Information was returned to the evaluator on March 17 and was initially synthesized and reviewed and a preliminary evaluation report developed for presentation on April 5. A copy of that interim report is on file with the Project VIGOR office and with the Region X office, U. S. Office of Education, Seattle.

While the review of questionnaire information for the initial or preliminary interim evaluation report was not in-depth, there was some indication that verification of questionnaire information using other methods would be useful.

It had earlier been planned with Project VIGOR administrators that several staff specialists from the Oregon Board of Education, serving as thrid party evaluator would conduct on site personal interviews with counterpart staff (to the extent possible) in the David Douglas schools system. During the period May 15-30, twelve members of the Career Education section and the Basic Education Division of the Oregon Board of Education visited the David Douglas Public Schools and interviewed selected staff in each of the respective areas of the program. The instrument used for reporting is shown in Appendix C-3. The staff interviews served to support and verify the basic information that had been collected in the questionnaires.

In addition to questionnaire and interview data, a special evaluation activity centered on collecting student information. This project was designed and conducted by a member of the Senior Class at David Douglas High School who is also a member of the Project VIGOR advisory council. The report of the "Ninth-Grade Class-Level Orientation and Evaluation Project" is included in entirety as Appendix A of this report. Findings, conclusions and recommendations from the student centered evaluation project are integrated into this report as appropriate. Although the student investigator received advise and some input from the evaluator, the special project was one of his own design and conduct. The results, in terms of both quality and quantity, speak for themselves. This project is considered to be a most unique and useful feature of this final evaluation report.

Depth analysis of the information contained in the several hundred questionnaires which had been returned by the teachers, counselors, and administrators, was

FIGURE 1

Project V . I . G . O . R . Evaluation

- Initial Design Outline -

1. Collection of Basic Information on the Project

   A. Assess modified baseline information collection instruments with administrators.
   B. Agree on instrument design, scope, focus and dimensions.
   C. Select most appropriate respondent groups and individuals.

II. Staff Orientation to Evaluation

   A. Review existing instruments, intended procedures and strategies with building representatives.
   B. Plan needed building staff orientation sessions.
   C. Outline roles of all participants.
      -David Douglas personnel
      -OBE Evaluation Team
      -OBE Support Staff
      -Consultants & Others
   D. Discuss additional instruments, strategies, which affect staff directly.

III. Continuing Project Documentation

   A. Provide for regular staff reporting of major activities, problems, resource use, etc. as continuing input to evaluation process.
   B. Describe use of one-page report.
   C. Correlate activity report to baseline information collection components.
   D. Strong focus on resource identification and use (primary source of this information).

IV. Collection of materials, subject matter, content, etc., produced as a part of Project.

   A. Describe needs and examples of materials.
   B. Decide who should collect, review, synthesize.
   C. Integrate into evaluation format.
   D. Provide for dissemination provision.

V. Involvement of OBE Staff Specialists

   A. Participate in collection of baseline information.
   B. Workshop approach as an assessment and feed back strategy.
   C. Individual work with selected or identified D. D. staff.
   D. Provide continuing input resource as integral part of evaluation process (short loop idea) (formative evaluation style).

FIGURE 1

VI. Collection of Quantitative Information

A. Describe needs, scope, focus.
B. Use of existing records.
C. Administrator's role and function
D. Teaching staff role and function.

VII. Student Outcomes Sub-Project

VIII. Student Attitudes Assessment

IX. Community Aspect

FIGURE 2

PROJECT VIGOR EVALUATION

Calendar of Activities - 1971-72

December	
1	Evaluation Proposal Submitted
23	Initial Evaluation Planning Meeting w/VIGOR Staff
January	
5	VIGOR Steering Committee Review of Instruments
7	Review of Baseline Evaluation w/VIGOR Staff
8 - 31	Revision of Baseline Information Instruments
February	
9	Revised Instruments Reviewed w/VIGOR Staff
17	Principal's Orientation to Evaluation Plan
24	Building Representatives Orientation to Evaluation Plan
March	
9 & 16	Building Staff Orientations-Evalteam in District
17	Administrators and Teacher Counselor Baseline Info due
20-24	Information Synthesis and Organization
31	Draft of Initial Interim Evaluation Summary Due
31	First Staff (Building) Activity Report Due
April	
4 - 5	USOE Team Visit to Project
13	Evaluation Team in District
20	Evaluation Team in District
28	Second Staff (Building) Activity Report Due
	(Added subsequent to January planning)
May	
15-30	OBE Staff Specialist Interviews
26	Complete Student Oriented Evaluation Project
June	
1-16	Data reduction, synthesis and analysis
19-30	Develop Final Report
30	Final Report Submitted to Project VIGOR & USOE

FIGURE 3

PROJECT V.I.G.O.R.
Staff Activity Report

Due: Monthly

Month _____ Building _____

Grade Level(s) _____ Completed by:_____

Area (circle) Awareness - Guidance - Exploration - Articulation - Work Exper. - Clusters

Major Activities During Period:

Major Problems Encountered:

New Resources Located; How Used:

New Materials, Content, Tests, DEVELOPED (Attach Copy):

completed during May and June and is the basis for the FINDINGS of this report. Gross data was synthesized in stages. The second major reduction of information is included in Appendix B-3.

Nature of Information

The basic data consists primarily of opinions and recollections obtained through the questions designed for specific groups. Answers were written, free-response, restricted only by space and in most cases were individually formulated. In some schools a group response was composed. Teachers, counselors, special teachers and administrators, responded. The overall survey of what is happening, Spring 1972, is differentiated for nine groups defined by the job and grade level, and for seven types of information (project components). A logical selection of job by class of information (nine x seven matrix) was made to keep the task for respondents reasonable in terms of both content and effort. (See Appendix C-1)

Interpretation Considerations

1. Stage of project development

At this point in a major effort of district wide scope, within internal generation of both new techniques and materials by teachers, administrators, and a special intervention team (Project VIGOR) with new lines of communication to new groups including out of school people, it is expected that some people in the institution will have "heard more than they understand" about various aspects of the project.

Considering the occupational hazard ever present in composing a written question item statement of "teacher quality" for someone else to read, it is reasonable to assume that the decision to leave a question unanswered or not to involve or elaborate on a yes or no had a strong predisposition in many respondents.

2. Standardization of Administration of the Questionnaire

Although both administrators and a selected group of teaching and counseling staff were given rather thorough orientations on the evaluation process and procedures, the evaluation activity was handled differently in virtually every building.

In some cases, teams of teachers representing a building staff were gathered together by the evaluation building representative (generally a teacher or counselor) and combined efforts to answer the appropriate questionnaire for their group. In other cases, evaluation instruments were placed in teachers mailboxes with little or no other information about the completion of the instrument. In still other cases there was rather complete orientation to the purpose of the questionnaire and to the purpose of involvement of staff in the evaluation activity before administration of the questionnaires or completion of the items were undertaken. In still other cases, teachers were allowed to take the questionnaires

home and work on them over a period of time while others completed them in a restricted period of time (such as a 15 to 30 minute faculty meeting).

Even though considerable effort had been given by the project evaluators to assure that administrators and teachers recognized the role of the staff in evaluation, through the orientation sessions, there was little standardization in administering the questionnaires.

3. Socio-Economic Climate at Time of Survey

There was a rather unique situation existant at the time that most of the teachers completed the questionnaires. In an earlier review of the evaluation information, the evaluator indicated that the staff-administrative-school board negotiation process had partially caused or created "angry" responses on the part of many teachers. After further analysis of the information, it appears that similar responses from "non-angry" teachers are routinely recorded in 1971-72, (whereas they would have been scarce in 1964-65, for example). The point here is that, there was a socio-economic issue in the minds of many teachers and administrators at the time this particular survey was taken. Their responses to the survey were undoubtedly influenced by that situation to some degree.

However, this should not be overstated as a single reason for overt answers by certain teachers. It is simply more "in style" today for teachers to be more expressive of their feelings without feeling a threat from administrators or school boards.

4. Questionnaire Item Difficulty

It was discovered late in the evaluation process that many questions included two information components and sometimes these components were in combinations. Questions of a complex nature seemed formidable to a respondent whose knowledge is somewhat incomplete or tenuous anyway. Elegance and precision of questions is hard to match with impromptu statements.

The above items are detailed in an effort to set the stage for the interpretation that was applied during the synthesis of the gross data collected via the questionnaires and personal interviews by evaluation agency staff. While these may appear to be constraints to the effectiveness of the evaluation, they should rather be considered as elements effecting the usefulness (and in some cases the validity) of the information gathered.

The evaluation was purposely designed as a very subjective, human oriented evaluation strategy. The overall purpose was to gather as much information as possible about current teacher and administrator knowledge, feelings, and attitudes about project status as possible for developing base line information for more sophisticated future evaluations.

FINDINGS

Following are the general findings of the evaluation, based upon a systematic and organized reduction of subjective information, primarily open ended responses to questions in several categories by various personnel in the project.

The findings are presented in narrative form and according to each of the major components of Project VIGOR.

I- Component 00-Awareness

Awareness programs at grades 1-6 are developed to varying degrees in the several schools in the David Douglas system. The overall program development district wide is far enough along to produce both leaders and curriculum activities and products.

Awareness programs started and gained momentum especially at the primary level, could be the central theme used by the VIGOR staff for much needed development of real articulation (component 60) and increasing interest and usefulness of guidance and counseling (component 20).

The administrators are almost 100 percent aware of the VIGOR program at all levels.

II- Component 10- Exploration

Career exploratory (Exploration) programs are functional in both mid-school buildings (grades 7-8) although there are constraints on the job visitation part of the programs. All other aspects of exploration seem to be included, but some are very much in a developmental stage.

It appears that the VIGOR staff is needed in a leadership role for two primary purposes:

1. To guarantee that a school/community organization will arrange needed experiences and transportation for learners in the career exploratory program.

2. Channel of the energies of the teaching staff toward career education as a theme in all classes rather than packaging it neatly in a separate course as some appear to be suggesting.

At grades 9-10 exploration efforts appear to have little or no program emphasis and do not appear to be being "pushed" by anyone in those two areas.

It should be pointed out that career exploratory activities indeed cover grades 7 through 10. It does not, however, appear that, except for normal kinds of activities such as home economics, basic business education classes and some industrial art classes in the junior building, that a major emphasis is being

placed upon impacting on the in-depth career exploration programs that could become a very visible part of project VIGOR.

III-Component 20-Guidance

Guidance is not considered a strong support service or system for teachers at grades 1-6 level.

At the grade 7-8 level (mid-schools) the guidance programs seems complete and supportive of career education with the single exception of planning the immediate next step after graduation. This might be because both mid-school counselors and teachers are purposely leaving these kind of decision making steps to the junior and senior building high school counselors.

At grades 9-10 it seems that the counseling impact is slight according to the data. Some data is low quality at this point, but VIGOR staff should investigate. Counselors indicate that the service is available, but is used on an informal basis.

At grades 11-12 (the senior high school building) respondents are very guidance conscious and most of the program is operative. However, department chairman respondents indicate that VIGOR staff needs to establish an effective, two-way support relationship with department chairman.

Like most guidance departments, this one needs more resources. Some specifics, such as test materials, career centered supplies, and career inventory evaluation methods should be supplied for these career education programs.

In general, it appears that from the standpoint of the guidance role in the career education program development area, career education is seen somewhat as an isolate rather than as a trend. It should be pointed out that there is probably no better vehicle existing within the present school systems than the guidance and counseling support service effort to accomplish the goal of infusing the career education theme across many areas.

IV-Component 30 - Curriculum

Teachers and counselors at grades 9-10 have had orientation toward career education and have been involved in some goal development activities.

There is no indication of planning for implementation of career education curriculum and no work experience visits by teachers according to the responses on the questionnaires. In some cases, the responses in this area would indicate that some people were not from the same schools even though the questionnaires came in a package.

There was a considerable disparity in responses of administrators, teachers and counselors at the 9-10 grades. This disparity suggests that VIGOR staff might well try to bring the staff together with more complete understanding of the program and their role and place in it.

It appears that the career education theme is having only a minor influence on the general curriculum and that in some levels, particularly grades 9-10, there will need to be more staff development, staff awareness through in-service, and orientation to a central concept before the general curriculum and basic subjects will be affected by the career development theme.

V-Component 40-Vocational Clusters

The occupational cluster program at the senior building, grades 11-12 has been planned, staffed and implemented with provision of special facilities, input from additional staff and support by the Project VIGOR effort, according to the vice principals responding to the administrative questionnaire in this area.

Subject matter department heads were less enthusiastic about the cluster program development and contributed little information and remarks. Other teachers gave meager or no answers suggesting lack of articulation with other than cluster classes.

However, cluster teachers generally seemed to be enthusiastic about this particular area, which can be attributed to their particular role in it.

This appears to be a major strength of the program.

VI-Component 50 - Work Experience

According to the two eleventh and twelfth grade vice principals, the work experience program is a complete operation and now needs only increased work opportunities for students.

A broad, but thin coverage of the program essentials was indicated by teachers in grades 11-12.

Because the operation needs more work experience opportunities to function, and because an already established relationship with business and industry needs expanding, it appears very important that project VIGOR provide additional help.

At grades 9-10 some work experience has been scheduled, but largely for special education students.

It would appear that while the cooperative work experience dimension of the program has been one of the bright spots and is indeed an ongoing and successful activity, it can use strengthening at the 11-12 grade level and a considerable expansion in order to provide the kinds of in-depth career exploratory activities that are needed by learners in grades 9 and 10.

VII- Component 60 - Articulation

Articulation for grades 1-6 does not appear to be a major concern to either counselors, teachers, or administrators responding for that level.

Grades 7-8 give the best indication for articulating a career education effort with grades 9-10, while grades 11-12 show less emphasis. Articulation seems largely incidental and occasional at the upper grade levels.

Articulation might be enhanced by better understanding of the goals and activities of cluster classes and at the same time, both guidance, (component 20) and general curriculum (component 30) could be strengthened. This suggests some form of additional in-service combining faculty members from different building levels and cutting across as many subject levels as reasonable.

SUMMARY OF FINDINGS

The foregoing findings appear to be the most significant items capable of being synthesized from the gross data provided in the open-ended response questionnaires. Without exception, these findings are substantiated and to some extent verified by the information gathered in the interviews conducted by basic education and career education staff members from the evaluation agency.

However, in order to provide the project staff with further interpretable information (in addition to the actual questionnaires themselves) a further or more complete summary of each of the areas by grade levels and by section is shown in Appendix B. This information is provided in appendix form for further study by project staff. However, it is felt that the foregoing points by component area and (to the extent that they are identifiable) by grade level are the most important findings which can be attributed to the project at this time.

CONCLUSIONS

Several conclusions can be drawn from the data reported above and from the information synthesized and reported in the appended items. Further study by the Project VIGOR staff will provide substantiation for the conclusions that are presented following:

1. Some, but not all teachers understand the career education concept.

2. It appears that few teachers understand Project VIGOR.

3. Most administrators appear to understand the thrust of Project VIGOR. However, much of this understanding appears to be focused on the vocational or occupational dimensions of the project. There is considerable room for improvement in the awareness and understanding of the administrators about the career education concept as it relates to or emanates from Project VIGOR.

4. The amount of commitment to the career education concept and to Project VIGOR differs considerably by grade level. It appears that a considerable amount of commitment exists in certain elementary buildings and at the senior high school. Less exists at the mid-school and other elementary buildings.

5. Some students have been involved in meaningful career education activities. Most of these appear to be at the high school level, particularly at the 11-12 grade cluster programs where the enrollments have more than doubled in the last year. Student involvement in career education activities at the

elementary levels are on the increase and appear to have been primarily stimulated by the addition of a career awareness specialist. Likewise, activities are picking up particularly at the end of the school year at the 9-10 grade level as well as at the 7-8 grade levels in the career exploratory program. Much of this increase can be attributed to the time provided for a career exploratory specialist and to such projects as project GOAL.

6. Some teachers have helped students in the development of their career education goals. The teacher role as guide or counselor seems to be somewhat on the increase but is not as developed as the project ought to be satisfied with.

7. A basic system does exist for keeping track of students goals and his progress towards them. This is called a forecasting procedure, and is particularly in effect in the junior building; however, the system does not work completely or fully and successfully, according to counselors and teachers who are aware of it, and probably needs to be extended to all grade levels.

8. Involvement of community groups and employers has been successful, but the range of experience opportunities and the number of positions available is limited by the kind and type of community surrounding the David Douglas school system.

9. The number of clusters and the range of cluster learning experiences in the district are limited primarily to the David Douglas High School cluster program. In order for students to gain experiences beyond those offered in this system, it is necessary for them to engage in cooperative work experience activities and/or attend related courses at the nearby community colleges.

10. There is a considerable amount of advisory committee involvement particularly on the project level. However, building and area such as awareness, exploratory, etc., advisory committees are not yet strongly in evidence.

11. On the basis of information gathered through the student-oriented evaluation project, it can be concluded that 9th grade students have little knowledge of the career education concept or it's relation to their courses of study.

12. Upper-classmen (11-12 grade students) can play a useful role in assisting in the career orientation process for students in earlier grades, as evidenced by results of the special student-oriented evaluation project.

13. In order to more accurately assess program achievements, indicators of performance and/or accomplishment need to be detailed for each project component. It is anticipated that project staff and the third party evaluator can cooperatively develop such indicator criteria as a means of achieving more objective evaluation for the third year of the project.

RECOMMENDATIONS

The following recommendations are made on the basis of the findings and conclusions. These recommendations are intended to be helpful and developmental in the process of reforming the project around a central career development theme which permeates all grade levels and all activities. These recommendations are made after careful consideration of the evidence provided by the questionnaires and are based primarily upon the foregoing conclusions.

1. The communication system surrounding the career education program in the David Douglas Schools must be improved. It is strongly recommended that the title "Project VIGOR" be placed in a low profile position and that the concept and language of the comprehensive role of career education as an integral part of the system, be given a higher profile. Such communication system improvement probably should center around increased in-service for new staff coming to the system and for those staff indicating a need for additional information or input.

2. Assistance from outside agencies, including the State Department of Education, both career education and basic education specialists, the Northwest Regional Educational Laboratory, institutions of post-secondary and higher education should be increased. Specifically, attention must be given to meeting key objectives of Project VIGOR through the use of such personnel and agency resources.

3. Accomplishments in career education by each elementary, mid-school, and junior or senior building should be shared broadly throughout the district using such devices as the form suggested by the awareness specialist, the staff activity report suggested by the evaluation team, and other useful, short-turn-around kinds of vehicles which should improve the communications situation.

4. Compensatory, intensive, in-service programs for general staff should be planned and implemented at the earliest possible time. The focus of such in-service should be upon career education as a total learning concept and of the partnership role of career and basic education in the program reformation process. Particular emphasis ought to be placed on interdisciplinary planning and teaching.

5. Students from upper grades in the career education programs should be used for giving orientation and awareness sessions or experiences to students in lower grades. Students in the second year of a cluster program may be a rich source of learning resources which are presently untapped.

6. Continuous evaluation must be a reality. Ongoing evaluation built around a formative model style can serve to boost morale, provide information on an ongoing basis, and provide reinforecment through the provision of continuous information about project successes as well as constraints.

7. VIGOR should organize efforts to develop a directory of work observation or experience locations in both nearby business and industry. It is suggested that the Institute for Public Affairs Research (IPAR) in Portland be contacted as a possible liaison agency between community and school.

8. Articulation among and between grade levels can be improved through multi-grade level staff meetings, planning seminars and improved information dissemination.

9. Efforts need to be made by VIGOR administrators to further open the door for the school program to work closely with union and apprentice council leaders as well as business and industry people.

10 Increased emphasis on the avocational role as a part of the career development concept is recommended as a means of involving staff from the creative and recreative arts. The Portland Resident Artist program could offer a ready list of organizations and people. Other curricular areas in the junior and senior buildings might likewise be stimulated to incorporate the career theme by relating directly to subject area counterparts in the community.

11. The fear of some staff members for career education displacing "solid" subject areas might be alleviated by organizing such individuals into small "curriculum integrating" work groups.

12. Alternative organizational arrangements should be investigated as means of increasing utilization of counselors within buildings. In addition, increased resources for the guidance and counseling program is recommended, particularly at the junior and senior building level.

13. Continued development of the work experience program is suggested, with emphasis on providing depth exploratory experiences in work experience settings for tenth grade learners. This is a strength of the program worth capitalizing upon.

SUMMARY

The David Douglas Project VIGOR appears to have made significant progress in meeting the overall goal of creating a career education centered program from the raw material of a formerly typical, traditional school system. Major strengths of the program seem to center on development of the career cluster program at the high school, the work experience program, and the career awareness program at several of the elementary buildings. Many gaps in the total picture remain, but it is encouraging to find planning at various stages of development aimed at filling those gaps. The critical problem seems to center around a lack of a good understanding of the total concept of career education by a majority of staff. Exploratory programs, particularly at the junior building, need considerable strengthening. Additional supplies and materials and equipment are called for in several areas, notably cluster programs and guidance and counseling services.

In future, evaluation will be enhanced by the development of objective indicators of achievement (program) and performance (student). Without such measuring

sticks, total project assessment in the final year will be difficult. The basic information developed through the present evaluation should provide adquate baseline for improvement, modification, refinement and extension of the Project and its several components and for development of the needed indicators of achievement for future evaluation.

APPENDIX A

Included in this appendix is the complete report of the student oriented "Ninth Grade Class-Level Orientation and Evaluation Project" which was conducted by a David Douglas High School senior student as a sub-project of the evaluation.

David Douglas High School 9th Grade Class-Level Orientation and Evaluation Project

Outside Evaluation of David Douglas Public Schools
National Career Education Exemplary
Project "V.I.G.O.R."

Evaluation Conducted under Contract with
Department of Education,
State of Oregon

Mark Weitzel

June 26, 1972

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INTRODUCTION

This project is a relativaly new concept utilizing senior high school students to both evaluate the influence of career education upon a group of younger students, and to inform those students about the concept of career education on a class-room discussion basis.

Specifically, four major objectives were desired in the David Douglas High School project:

1) To determine the extent of knowledge about career education among students
2) To discover student attitudes toward the school system in general and the curriculum in particular
3) To determine the extent of knowledge about vocations in the working world and their relationship with the school system
4) To acquaint students with the philosophy of career education and the opportunities available to them through the program

The population evaluated in this project was the 9th grade of David Douglas High School during the school year 1971-72, consisting of approximately 740 students. All

evaluation and orientation was conducted by a senior at the high school, Mark Weitzel (hereinafter referred to as the "investigator"). The time span of the actual data collections and discussions was from May 4 to May 26, 1972, during the second year of the career education program at the school, known as Project VIGOR.

It should lastly be emphasized that this report in no way can reflect a completely comprehensive view of the status of career education in the 9th grade at David Douglas. Due largely to time limitations, the written testing materials were intentionally restricted to a few specific questions. Furthermore, the percentage figures cannot be taken as exact indicators of student beliefs; however, the response pattern, verbally corroborated in the discussions, appears accurate enough to determine general student opinions. Overall, both the evaluative and informational aspects of the project yielded positive results.

PROCEDURE

Personnel

At the inception of the project, senior members of the high school chapter of the Future Teachers of America (FTA) were invited to participate as discussion leaders, and 3 accepted. After an orientation in the concept of career education, and after 2 of the FTA members led one discussion, it became apparent to the investigator that better results would be achieved if he conducted the discussions personally (reasons itemized under, Findings : Effectiveness of Presentation). Consequently, the investigator led 22 of the 23 total class discussions on career education, and drafted and analyzed all tests.

Pretest

The pretest, administered by the individual teachers to their classes 1 to 2 days before the discussion, was designed:

1) To measure quantitatively the composition of the population with regard to career knowledge, satisfaction with the curriculum, and projected educational plans.
2) To provide a basis for measuring, together with the post-test, the attitudinal changes brought about by the discussions

Each of the 5 questions on the pretest had a specific purpose within the general objectives:

1. What is meant by the term "Career Education"?

   (To determine the extent of student knowledge about the concept of career education)

2. How much of your school work will help you in your life's work?

   (To discover student attitudes toward the relevance of the school curriculum to possible careers)

3. How much education is required for most jobs?

   (To investigate student knowledge of the educational requirements for employment)

4. Which of the following factors is most important in getting a job?

   (Generally, to investigate student knowledge of the conceptual requirements for employment; specifically, to determine the prevalence of the idea that years of education is the most important factor in gaining employment)

5. How much education do you plan to finish before starting your career?

   (To investigate the projected plans of the students as a guide to the population's composition, and as a reference for other questions)

(See Appendix A)

The pretest was administered to 536 students, or approximately 72% of the 9th grade population. One important distinction must be made - that to obtain most accurate results, two classifications of the total population were made.

Because of time requirements, several of the discussions were held at a time when 65 students knew in advance that they would be absent on field trips. Therefore, the following two classifications were made:

1) Full Pretest Group (all 536 students responding) - used for baseline interpretation of population composition
2) Comparative Pretest Group (471 students who planned to be in class on the day of the discussion) - used to measure attitudinal change brought about by discussion

Discussions

To generally corroborate pretest answers, and to inform the students about career education, the investigator followed up the pretest by 1 or 2 days with a rap session with each class. The sessions were held in place of normal class time, an arrangement that necessitated the contacting and approval of the teachers involved. Each discussion lasted approximately 30 minutes, with the teacher sitting in on 1 or 2 sessions.

It should be emphasized that the discussion format was extremely informal, for it was the investigator's opinion that most students would not have paid attention to a lecture conducted in a formal style. Therefore, with the most relaxed

atmosphere possible, the investigator utilized a questioning technique to draw out the students' ideas. Every session followed the same general pattern:

1) Establishment of rapport (investigator gains attention and respect, and establishes common ground)
2) Discussion of various high school courses and their relevance to possible careers
3) Establishment of an overview that almost everyone in the class will, at some time, hold a job (gives students a reason for listening)
4) Discussion of future plans and reasons for the choices made
5) Explanation by the investigator of career education, restricted to three components: career awareness, curriculum relevance, and cluster courses (including distribution of brochures on different cluster course at the high school)
6) Questions and comments from students

Post-test

1 or 2 days after the discussion, a post-test was given only to those students who were present for the discussion. The post-test included verbatim three of the questions on the pretest: #1, dealing with knowledge of career education,

#3, regarding educational requirements for employment, and #4, referring to conceptual requirements for employment. A total of 331 post-tests were administered(again by the teachers), or approximately 70% of the number of comparative pretests.

Test Analysis

The pretests and post-tests were analyzed by:

1) Evaluating on a subjective basis student knowledge of career education (Question #1)
2) Totaling all answers to each individual question (numbers 2,3,4, and 5)
3) Investigating the relationship between each student's answers; determining how the student answered other questions for a specified answer on a single question.

FINDINGS

Future Plans

Question #5 on the pretest asked the students how much education they planned to finish before starting their career. Certainly, the students' plans are not finalized at this time; the answers are only projected plans.

Of all responses, the largest number of students indicated that they planned to attend at least 4 years of college (35%). Slightly less, 30%, signified that they intend to start their career immediately after high school, 18% designated a vocational school, and 2% indicated that they did not plan to finish high school. 15% designated another, unspecified plan.

(See Appendix B-1)

Extent of Student Knowledge about Career Education

Question #1 on both the pretest and post-test was an open-ended question asking the students to explain the meaning of "career education". Although a few comprehensive answers were received, the question was largely inconclusive in providing a substantive judgement concerning the extent of knowledge about career education. Several reasons, all due to the inexperience of the investigator in testing, were responsible for the inconclusive answers:

1) The question was worded too broadly to gain a specific answer

2) The question suggested the answer (many students responded "education for a career")

The discussion sessions yielded somewhat more useful results. Very few students could name more than one component of career education; the most frequent response was "on-the-job training". Again, only a few students could identify what a "cluster course" is, and almost no one could identify the role of career education at their own grade level.

Student Attitudes toward the Curriculum

Question #2 asked the students to indicate how much of their school work will help them in their life's work. 6% responded "all", 43% "most", 41% marked "some", and 10% indicated "very little". If the responses "all" and "most" are considered to signify approval of the curriculum in terms of relevance, and the responses "some" and "very little" are considered to signify a lack of approval of curriculum relevance, both in a general sense, the answers split almost evenly. 49% of the students indicate general approval of curriculum relevance, and 51% indicate lack of approval.

(See Appendix B-2)

When the future plans of the students are correlated with their evaluation of curriculum relevance, it becomes clear that satisfaction with the curriculum is directly proportional to the amount of education planned. For example, only 25% of the students who do not plan to finish high school generally agree the curriculum is relevant to possible careers, while 63% of the college-bound students gave the same answer.

(See Appendices B-3 and B-4)

The same pattern is evident when the two questions are correlated in the opposite direction. Most students indicating general approval of curriculum relevance plan to attend some form of schooling after high school, and a large number designated 4 or more years of college. On the other hand, a much larger percentage of the students who indicate the curriculum is generally not relevant plan no further education beyond high school.

(See Appendices B-5 and B-6)

Student Knowledge of Vocations

Question #3 asked the students to designate how much education is required for most jobs, ranging from less than a high school degree to more than a college degree. 58% indicated that a high school degree in necessary for most

jobs, and 26% replied "2 years of College", either of which could be termed correct (depending upon the interpretation of the word "most"). Thus, 84% of the students chose a correct answer.

(See Appendix B-7)

Question #4 asked the students to designate which of 4 possible factors was the most important in getting a job. A majority indicated that either "interest" (23%) or "ability" (54%) were most important. A comparatively significant number (19%), however, indicated that "years of education" rated as the most important factor. It is disturbing that one out of every five students chose pure length of education, over interest in the job or ability to perform the requirements.

(See Appendix B-9)

Not too surprisingly, a higher incidence of the idea that years of education is the most important factor in gaining employment exists among those students who also believe that a college degree is required for most jobs than in other significant categories.

(See Appendices B-11 and B-12)

Those students planning to complete at least 4 years of college chose "years of education" as the most important factor in gaining employment more often than did any other significant category. 27% of the college-bound students

chose that answer, while 17% of the next highest category, those choosing another unspecified plan of education, selected "years of education". Finally, only 15% of those students intending to complete only high school chose "years of education". (See Appendices B-13 and B-14) Conversely, of all students who thought that "years of education" is the most important factor in gaining employment, most (49%) also indicated that they plan to attend at least four years of college.

(See Appendices B-15 and B-16)

Effectiveness of Discussions

Question #1 on the post-test (identical to the pretest) asked the student to explain the meaning of career education. Although some individual answers were more specific and related to items that were covered during the discussions, the question on the whole was largely inconclusive in measuring the change in understanding of career education by the students. The reasons for this are found earlier in the findings under Extent of Student Knowledge about Career Education.

Question #2 on the post-test (#3 on the pretest) examined student beliefs concerning educational requirements for employment. On the comparative pretest, 84% of

the students chose the correct answer (high school or two years of college); on the post-test, the figure rose to 91%. The largest shift, however, occurred within the "correct answer" category. In the discussions, it was related that 80% of all jobs require less than a 4-year college degree, and that 40% require only a high school diploma. On the pretest, 54% of the students chose "high school" as the degree of education required for most jobs; on the post-test, 79% chose the same answer. Clearly, a significant change in the right direction took place.

(See Appendices B-7 and B-8)

Question #3 on the post-test (#4 on the pretest) asked the students to evaluate the factors important in gaining employment. The change was insignificant (19% to 18%) in the number of students who chose "years of education" as the most important factor. The only change of any consequence occurred in the "interest" and "ability" areas. After the discussions, more students (24% to 31%) chose "interest", and fewer (54% to 48%) chose "ability" as the most important factors. Both changes were undoubtedly due to the stress in the sessions upon career awareness (interest areas among a large number of jobs), and upon greater interest in the curriculum because it is relevant to the students' needs. Clearly, more emphasis in the discussions needed to be

placed upon obtaining, through whatever means, the proper abilities for the specific job.

(See Appendices 8-9 and 8-10)

It should be noted that, except for one session, all discussions were conducted by the investigator alone. It is his conviction, that in order to obtain the best possible results, the discussion leader must have a background in communications and be involved directly in career education, both in concept and in practice. From his experience in talking to the students, the investigator concluded that without those two attributes, the sessions might not have been as effective. Overall, however, the investigator found that the students were generally responsive to the subject areas discussed, and that with a proper testing instrument, a definite change would be noted in the level of understanding of career education.

CONCLUSIONS

While noting that very few efforts have been made by the Project VIGOR staff to date to influence 9th grade student behavior in terms of career education goals, the investigator makes the following conclusions:

1) Little knowledge of the concept of career education or its application to the 9th grade is evident among students.

2) The relevance of the curriculum to future careers is not apparent to a significant number of 9th grade students.

3) The 9th grade curriculum in general is oriented, in the students' eyes, toward college, and is not sufficiently responsive to the needs of many students planning on any degree of education less than 4 years of college.

4) Most students are aware of the educational and conceptual requirements for employment; however, a relatively significant minority still believes that a college degree is a necessity in the working world.

5) Although an adequate recording instrument was not used, the discussion format appears to have potential for both program evaluation and student orientation.

RECOMMENDATIONS

As Project VIGOR expands to engage in more activities at the 9th grade level, and as younger students move into the 9th grade who have had greater exposure to career education, many of the following recommendations will be automatically implemented:

1) More emphasis should be placed upon obtaining student awareness of the concept of career education, possibly through visual displays or posters portraying program components.

2) Students should be made aware of the specific goals and activities of career education at their <u>particular</u> grade level.

3) Greater effort should be made,in cooperation with teachers, to identify occupational applications of the concepts taught in academic courses, and to incorporate those applications into the curriculum.

4) More contact should be made by the VIGOR staff with teachers on an individual or small group basis to clear up misunderstandings about career education and its intent.

5) An evaluation and orientation effort similar to that described in this report should be continued, so as to evaluate student progress

and expand knowledge of career education, with the follwing procedural recommendations:

a) The evaluation-orientation project should be conducted in the fall of the year, well before the students forecast for the next year's courses.

b) Knowledge of career education should be tested with a series of specific questions dealing with program components.

c) All orientation should be conducted, if possible, by a student with a background in communications and extensive knowledge of the career education program.

d) In the discussion sessions, more emphasis should be placed upon visual effects (posters, charts, etc.).

e) Teachers should be given the opportunity to respond to the project and make recommendations for change.

APPENDIX A

DAVID DOUGLAS 9TH GRADE CAREER EDUCATION EVALUATION PRE-TEST

Please provide the following information about yourself:

Sex: Male _____ Female _____

Number of years spent in the David Douglas School System _____

Please answer the following questions, where appropriate, by circling the letter of the answer that you personally feel is best.

(1) What is meant by the term "Career Education"?

(2) How much of your school work will help you in your life's work?

a. all
b. most
c. some
d. very little

(3) How much education is required for most jobs?

a. less than a high school diploma
b. high school diploma
c. two years of college
d. college degree
e. more than a college degree.

(4) Which of the following factors is most important in getting a job?

a. interest
b. years of education
c. personality
d. ability

(5) How much education do you plan to finish before starting your career?

a. less than high school
b. high school
c. vocational or technical school
d. four or more years of college
e. some other plan

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DAVID DOUGLAS 9TH GRADE CAREER EDUCATION EVALUATION POST-TEST

Please provide the following information about yourself:

Sex: Male ____
Female ____

Number of years spent in the David Douglas School System _____

Please answer the following questions, where appropriate, by circling the letter of the answer that you personally feel is best.

(1) What is meant by the term "Career Education"?

(2) How much education is required for most jobs?

a. less than a high school diploma
b. high school diploma
c. two years of college
d. college degree
e. more than a college degree

(3) Which of the following factors is most important in getting a job?

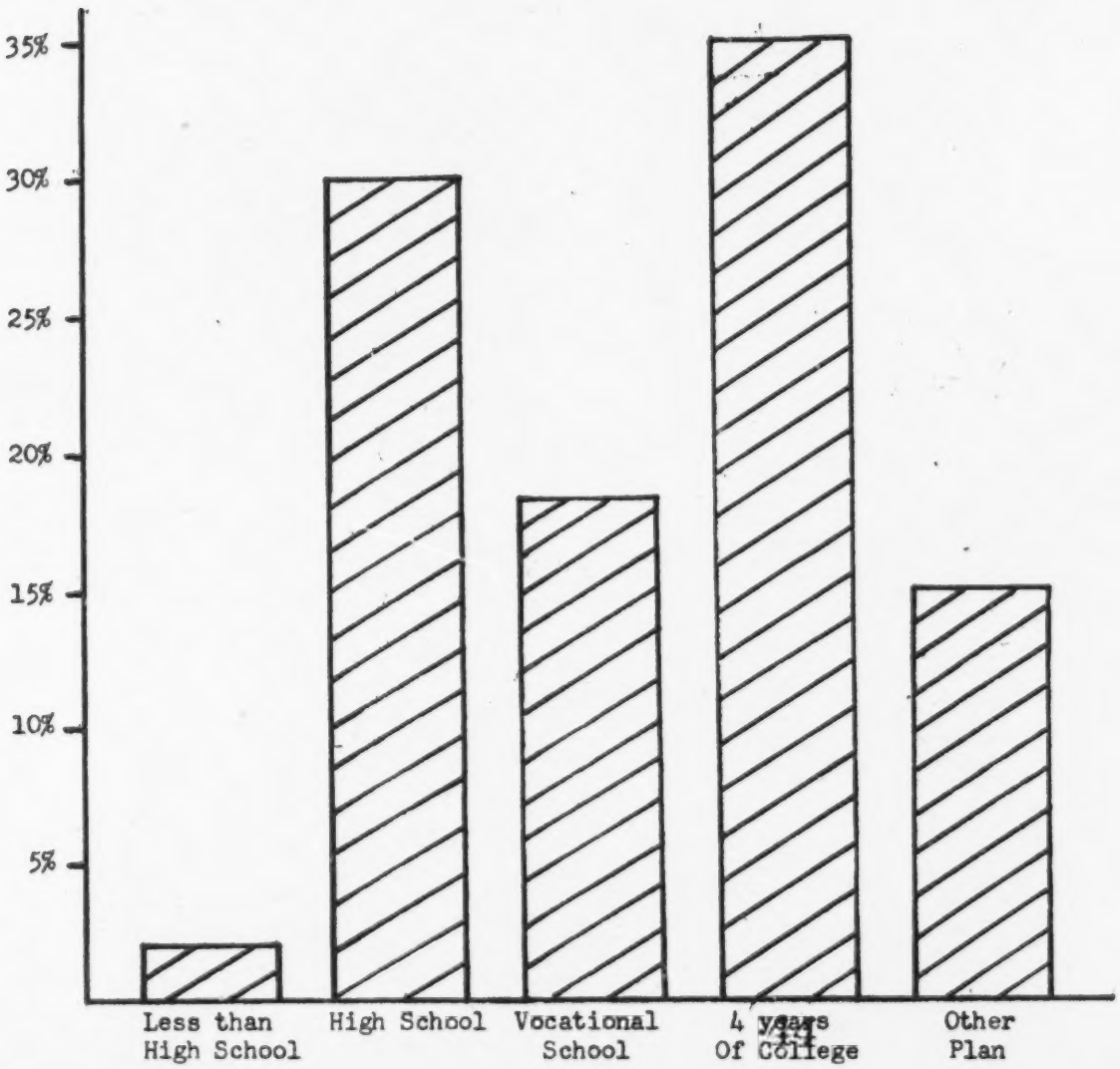
a. interest
b. years of education
c. personality
d. ability

APPENDIX B

STUDENT'S FUTURE PLANS

How much education do you plan to finish before starting your career?

Less than High School	High School	Vocational School	4 years Of College	Other Plan
12	145	85	168	72
2%	30%	18%	35%	15%



RELEVANCE OF CURRICULUM TO CAREERS

How much of your school work will help you in your life's work?

All	Most	Some	Very Little
30	218	207	56
6%	43%	41%	10%
49%		51%	

CORRELATION OF FUTURE PLANS WITH RELEVANCE OF CURRICULUM

How much education do you plan to finish before starting your career?

How much of your school work will help you in your life's work?	Less than High School		High School		Vocational School		4 years College		Other Plan	
All	1	8%	5	3%	2	2%	13	8%	5	7%
Most	2	17%	47	33%	40	45%	93	55%	31	44%
Some	5	42%	71	49%	38	43%	49	29%	26	37%
Very Little	4	33%	21	15%	9	10%	15	8%	8	12%
Total	12	100%	144	100%	89	100%	170	100%	70	100%

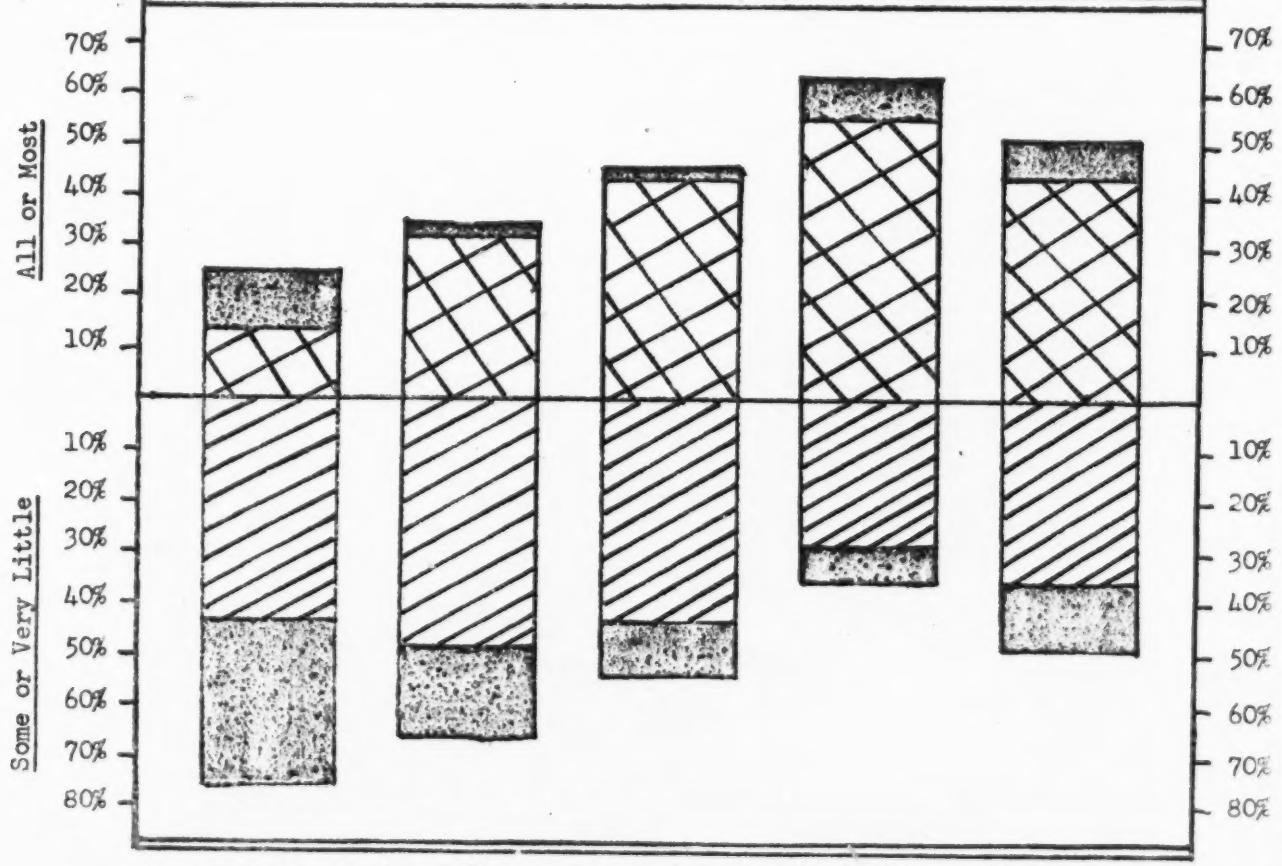
EXAMPLE: Of the 144 responses to question #5 indicating that high school would be the final level of formal education the respondent would receive, 71, or 49% of the total specified the "some" of their school work will help them in their life's work.

CORRELATION OF FUTURE PLANS WITH RELEVANCE OF CURRICULUM

How much education do you plan to finish before starting your career?

How much of your school work will help you in your life's work?*

	Less than High School	High School	Vocationsl School	4 years College	Other Plan
All or Most	3	52	42	106	36
	25%	36%	47%	63%	51%
Some or Very Little	75%	64%	53%	37%	49%
	9	92	47	64	34



*Respondents marking "all" or "most" indicate that the curriculum is generally relevant; those marking "some" or "very little" indicate the curriculum is generally not relevant.

CORRELATION OF RELEVANCE OF CURRICULUM WITH FUTURE PLANS

How much of your school work will help you in your life's work?

How much education do you plan to finish before you start your career?	All		Most		Some		Very Little	
Less than High School	1	4%	2	1%	5	3%	4	7%
High School	5	19%	47	22%	71	37%	21	37%
Vocational School	2	8%	40	19%	38	20%	9	16%
4 years College	13	50%	93	44%	49	26%	15	26%
Other Plan	5	19%	31	14%	26	14%	8	14%
Total	26	100%	213	100%	189	100%	57	100%

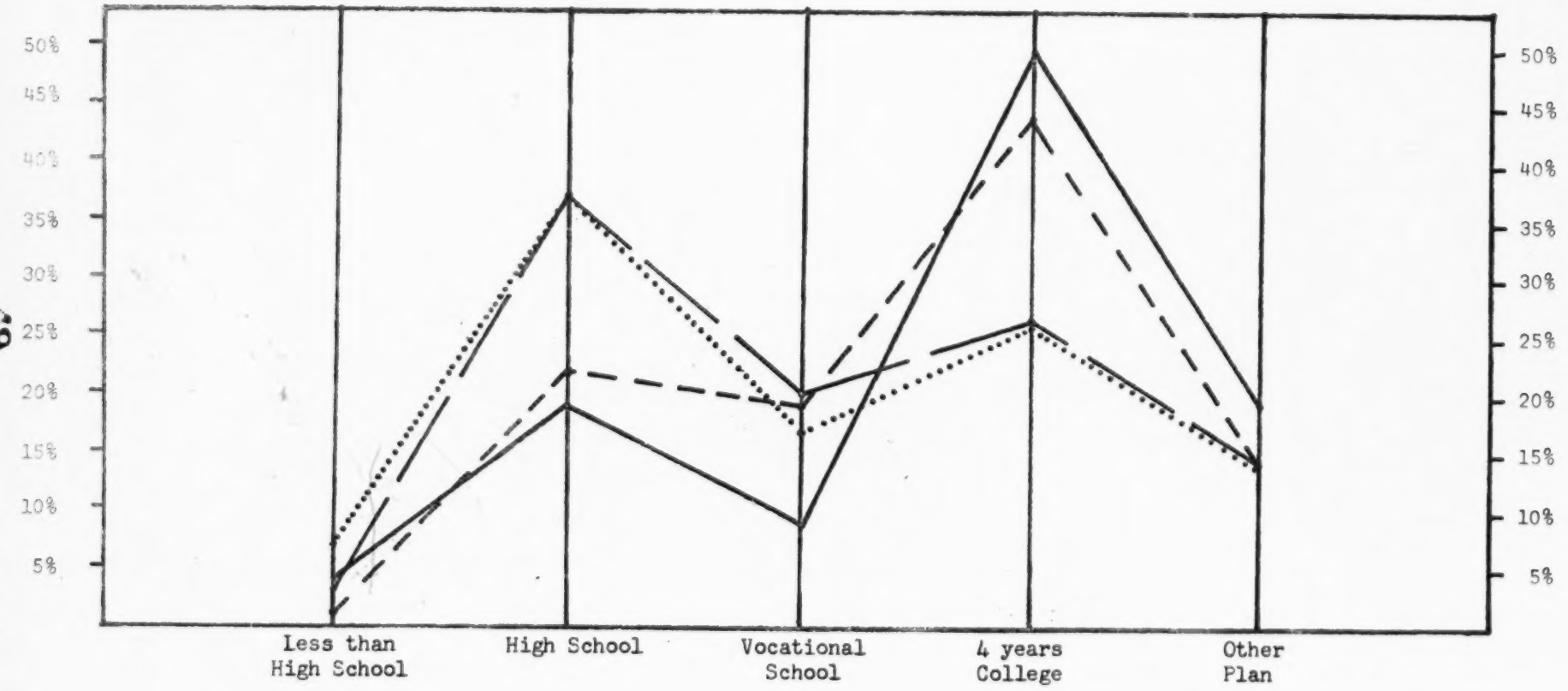
EXAMPLE: Of the 213 responses to question #2 indicating that the respondents felt that most of the curriculum will be useful in their life's work, 93, or 44% of the total, also specified 4 or more years of college as their goal.

CORRELATION OF RELEVANCE OF CURRICULUM WITH FUTURE PLANS

All
Most
Some
Very Little

Distribution of student evaluation of curriculum relevance over the respondent's future plans (graphical representation of preceding chart).

How much education do you plan to finish before starting your career?



STUDENT BELIEFS CONCERNING EDUCATIONAL REQUIREMENTS FOR EMPLOYMENT

How much education is required for most jobs?

Full Pre-test

Less than High School	High School	2 years College	College Degree	More than College
4	298	135	71	4
1%	58%	26%	14%	1%
	84%			

Comparative Pre-test

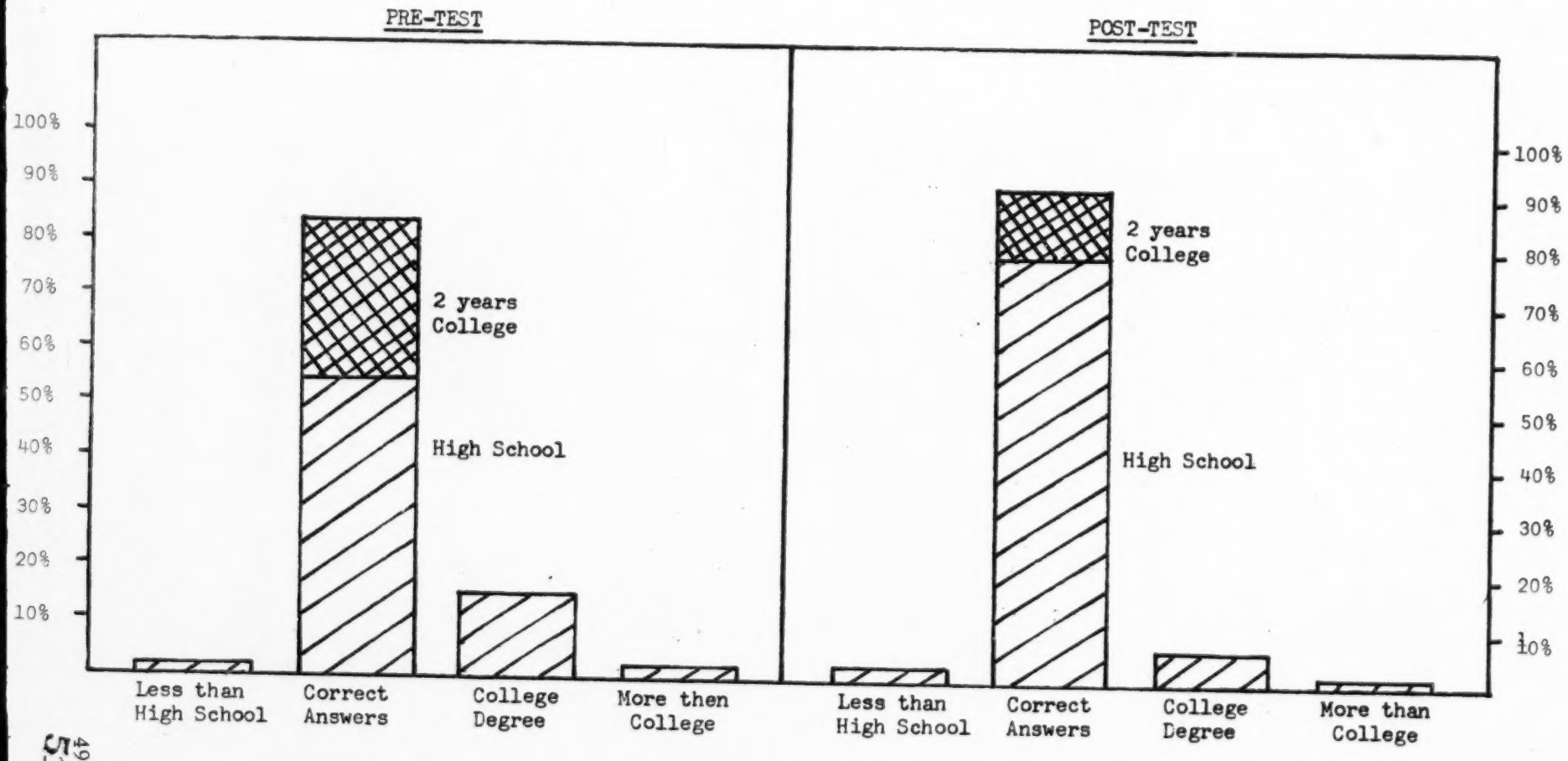
Less than High School	High School	2 years College	College Degree	More than College
2	231	129	61	4
1%	54%	30%	14%	1%
	84%			

Comparative Post-test

Less than High School	High School	2 years College	College Degree	More than College
	91%			
2%	79%	12%	6%	1%
6	206	31	16	2

STUDENT BELIEFS CONCERNING EDUCATIONAL REQUIREMENTS FOR EMPLOYMENT

How much education is required for most jobs?



STUDENT EVALUATION OF FACTORS IMPORTANT IN GAINING EMPLOYMENT

Which of the following factors is most important in getting a job?

	Interest	Years Of Education	Personality	Ability
Full Pre-test	135	112	22	314
	23%	19%	4%	54%

	Interest	Years Of Education	Personality	Ability
Comparative Pre-test	129	104	19	295
	24%	19%	3%	54%
Comparative Post-test	31%	18%	3%	48%
	112	66	11	172

CORRELATION OF EDUCATIONAL REQUIREMENTS WITH FACTORS IMPORTANT IN GAINING EMPLOYMENT

How much education is required for most jobs?

Which of the following factors is most important in getting a job?

	Less than High School		High School		2 years College		College Degree		More then College	
Interest	1	25%	84	25%	34	23%	18	21%	1	12%
Years of Education	1	25%	64	19%	22	15%	21	25%	1	12%
Personality	0	0%	10	3%	7	5%	3	4%	1	12%
Ability	2	50%	183	53%	84	57%	42	50%	5	64%
Total*	4	100%	341	100%	147	100%	84	100%	8	100%

EXAMPLE: Of the 84 responses to question #3 indicating that a college degree is necessary for most jobs, 21, or 25% of the total, also specified on question #4 that "years of education" is the most important factor in gaining employment.

*Totals do not equal earlier pre-test figures because of multiple answers on this question.

CORRELATION OF FACTORS IMPORTANT IN GAINING EMPLOYMENT WITH FUTURE PLANS

Which of the following factors is most important in getting a job?

How much education do you plan to finish before starting your career?	Interest		Years of Education		Personality		Ability	
Less than High School	2	2%	5	4%	1	5%	4	1%
High School	39	30%	25	22%	5	26%	93	32%
Vocational School	21	16%	14	13%	5	26%	59	20%
4 years College	39	30%	54	49%	5	26%	105	36%
Other Plan	28	22%	13	12%	3	17%	35	11%
Total*	129	100%	111	100%	19	100%	292	100%

EXAMPLE: Of the 111 responses to question #4 indicating that "years of education" is the most important factor in gaining employment, 54, or 49% of the total, also specified on question #5 that they plan on attending at least 4 years of college.

*Smaller totals than on previous charts results from deletions due to multiple answers concerning future plans.

CORRELATION OF FUTURE PLANS WITH FACTORS IMPORTANT IN GAINING EMPLOYMENT

How much education do you plan to finish before starting your career?

Which of the following factors is most important in getting a job?

	Less than High School		High School		Vocational School		4 years College		Other Plan	
Interest	2	17%	39	24%	21	21%	39	20%	28	37%
Years of Education	5	42%	25	15%	14	14%	54	27%	13	17%
Personality	1	9%	5	3%	5	5%	5	2%	3	4%
Ability	4	32%	93	58%	59	60%	105	51%	35	42%
Total*	12	100%	162	100%	99	100%	203	100%	76	100%

EXAMPLE: Of the 162 responses to question #5 indicating that high school will be the final formal education before the respondents begin their career, 25, or 15% of the total specified on question #4 that "years of education" is the most important factor in gaining employment.

*Smaller totals than in previous charts results from deletions due to multiple answers concerning future plans.

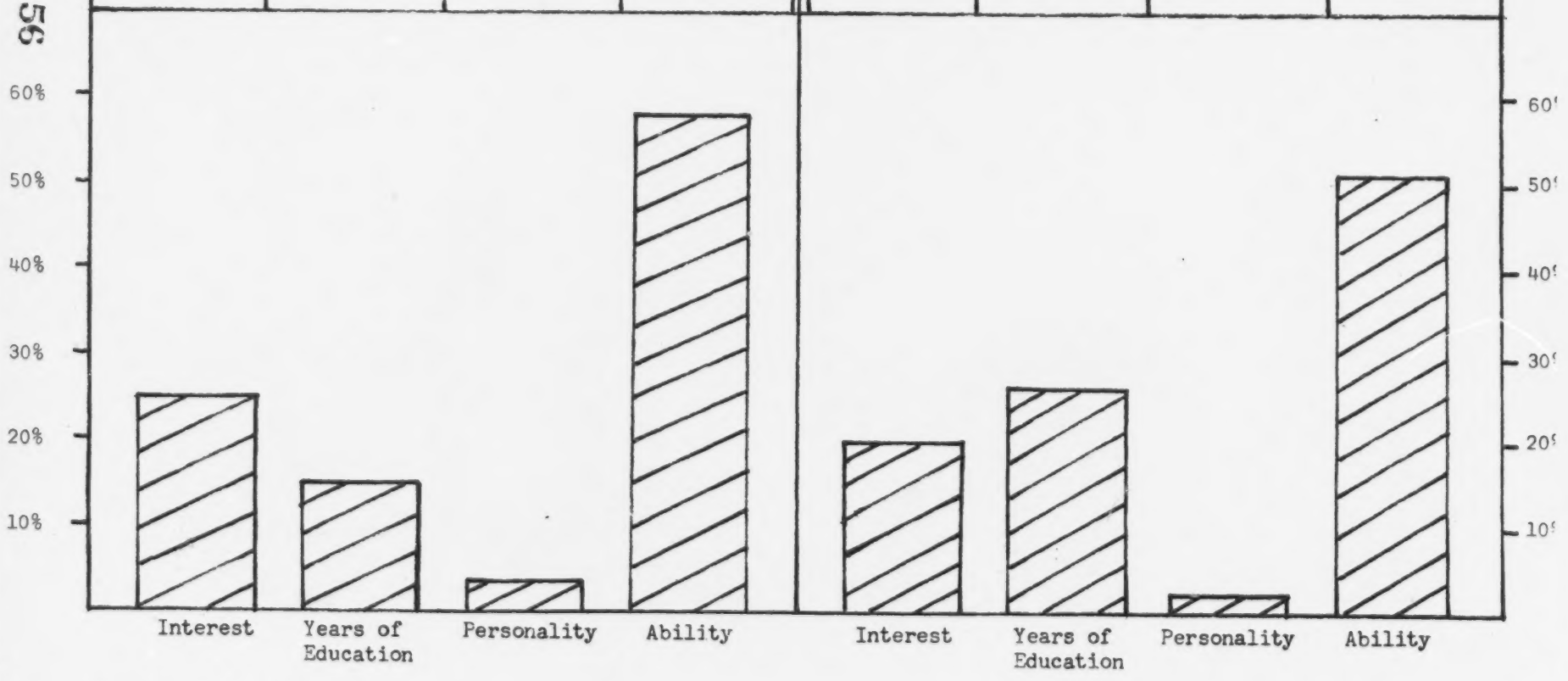
CORRELATION OF FUTURE PLANS WITH FACTORS IMPORTANT IN GAINING EMPLOYMENT*

FUTURE PLAN = HIGH SCHOOL

Interest	Years of Education	Personality	Ability
39	25	5	93
24%	15%	3%	58%

FUTURE PLAN = 4 YEARS OF COLLEGE

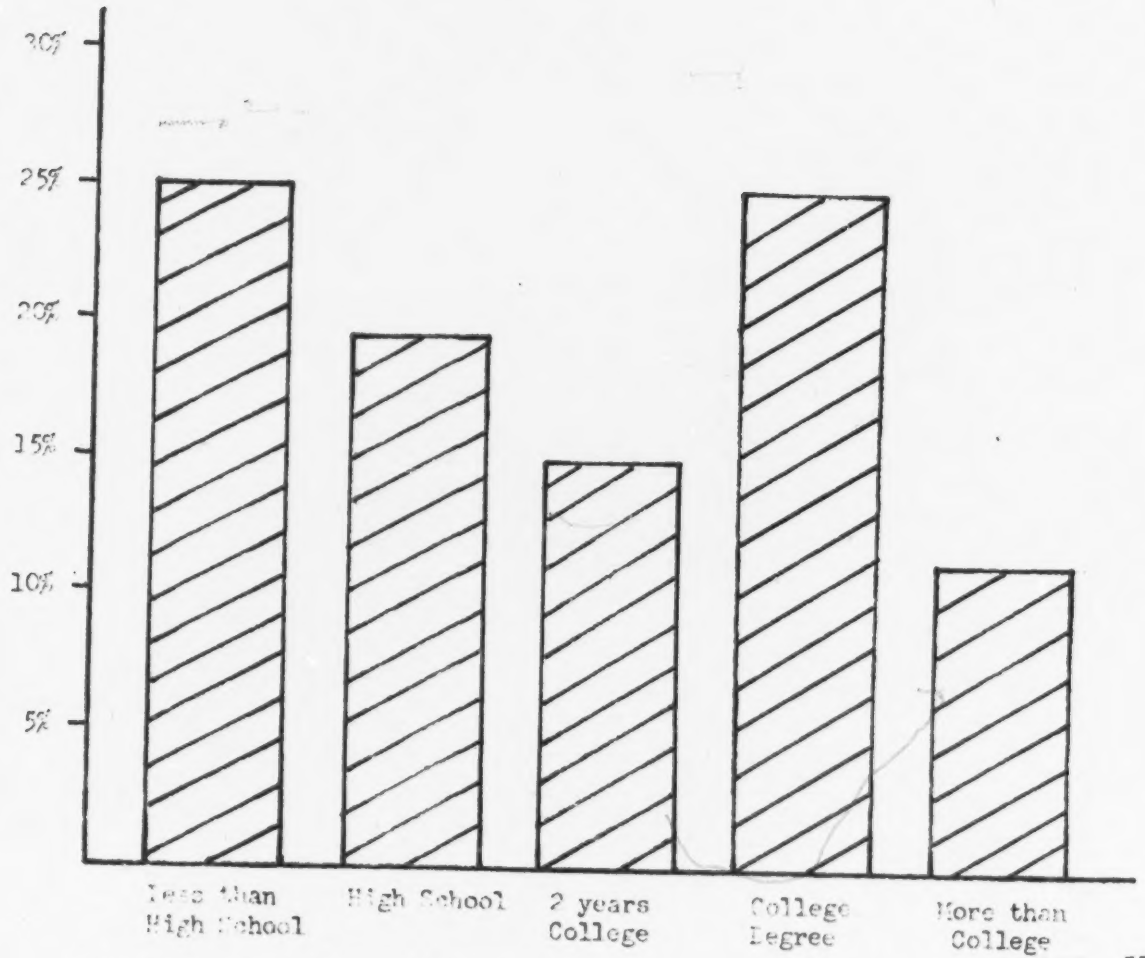
Interest	Years of Education	Personality	Ability
39	54	5	105
20%	27%	2%	51%



*Magnification of preceding chart.

CORRELATION OF EDUCATIONAL REQUIREMENTS FOR EMPLOYMENT WITH ANSWER "YEARS OF EDUCATION AS BEING MOST IMPORTANT FACTOR IN GAINING EMPLOYMENT"*

Years of Education	Less than High School	High School	2 years College	College Degree	More than College
	1	64	22	21	1
	25%	19%	15%	25%	12%

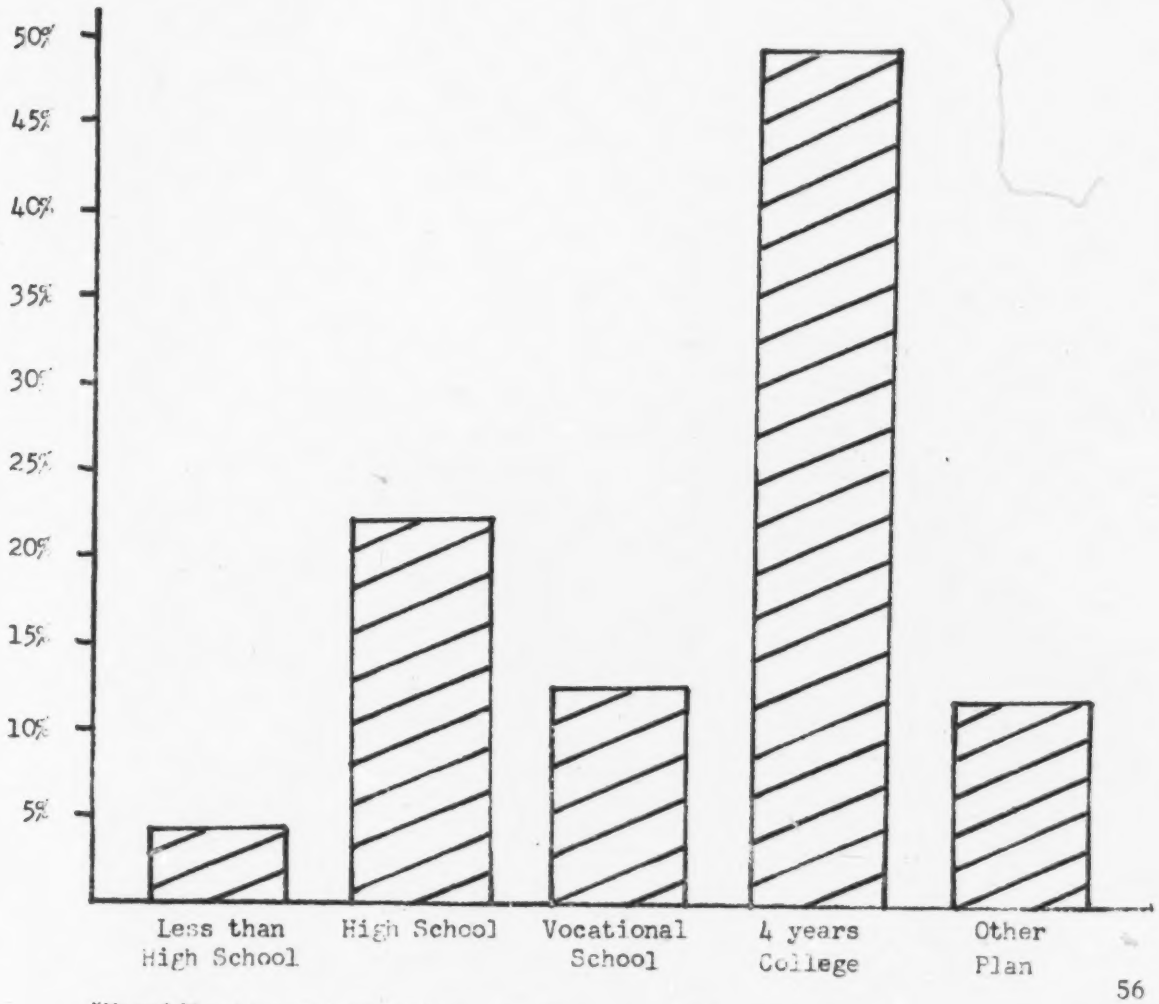


* Magnification of preceding chart.

CORRELATION OF ANSWER "YEARS OF EDUCATION" AS BEING MOST IMPORTANT FACTOR IN GAINING EMPLOYMENT WITH FUTURE PLANS*

How much education do you plan to finish before starting your career?

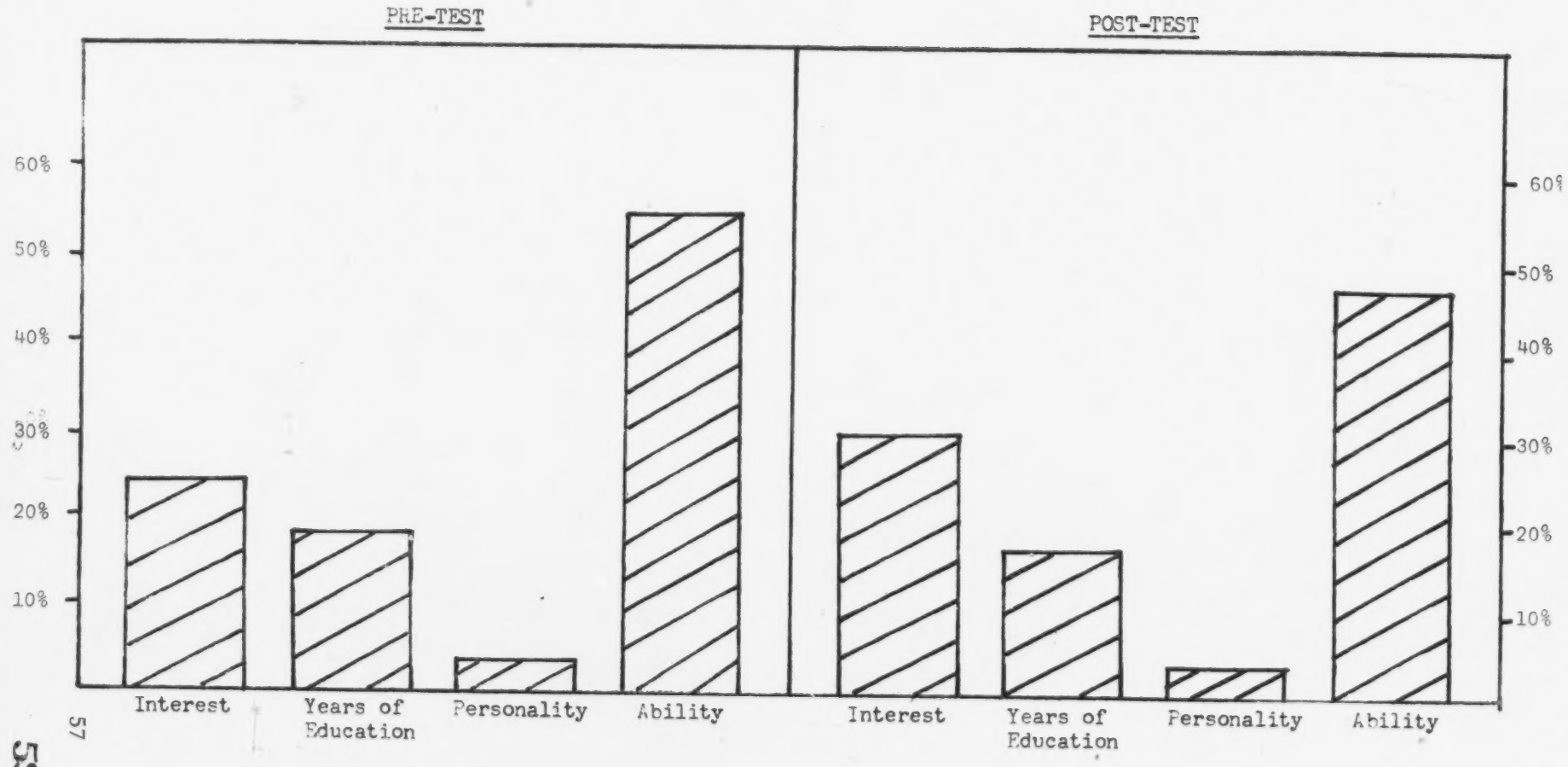
Years of Education	Less than High School	High School	Vocational School	4 years College	Other Plan
	5	25	14	54	13
	4%	22%	13%	49%	12%



*Magnification of preceding chart.

STUDENT EVALUATION OF FACTORS IMPORTANT IN GAINING EMPLOYMENT

Which of the following factors is most important in getting a job?



APPENDIX B

Included in this Appendix:

B-1 Quantitative Summary of Baseline Information showing numbers and percentages of respondents by group and level

B-2 Simplified Summary of Project Component Status According to Administrator, Teacher and Counselor Responses

B-3 Gross Data Synthesis by Levels, Respondent Groups and Components

APPENDIX B - 1

Project VIGOR Evaluation
- Baseline Information Collection -

Quantitative Summary

Administrative Section I	Total Population	Number Responding	Percent Responding
Grades 1-6	11	11	100%
7-8	4	1	25%
9-10	3	3	100%
11-12	3	3	100%
Admin. Totals	21	18	85.2% (Average)
Teacher-Counselor Section II			
Grades 1-6	235	149	63.9%
7-8	79	23	29.1%
9-10*	14	5	35.1%
11-12*	26	20	79.0%
9-12**	132	96	72.7%
Teacher-Counselors Totals	486	293	60.1%

* Counselors, Occupational Instructors and Department Heads Only

** All staff except counselors, occupational instructors and department heads (abbreviated instrument)

APPENDIX B - 2

Simplified Summary of Component Status
According to Administrator,
Teacher and Counselor Responses

Component	Respondent Group	Level	Satisfactory Progress	Needs Improvement	Unsatisfactory
00-Awareness	Administrators	1-6	X		
	Teacher-Counselor	1-6	X		
		9-10	X		
10-Exploration	Administrators	7-8	X		
		9-10			X
	Teacher-Counselor	7-8		X	
20-Guidance	Administrators	1-6		X	
		7-8		X	
		9-10		X	
		11-12	X		
	Teacher-Counselor	1-6	X	X	
		7-8	X		
		9-10		X	
		11-12	X		
30-General Curriculum	Administrators	9-10			X
		11-12	X		
	Teacher-Counselor	9-10	X		
		11-12			X
		9-12		X	
40-Vocational Clusters	Administrators	11-12	X		
	Teacher-Counselor	11-12	X		
50-Work Experience	Administrators	11-12	X		
	Teacher-Counselor	9-10		X	
		11-12	X		
60-Articulation	Administrators	1-6		X	
		7-8	X		
		9-10		X	
		11-12		X	
	Teacher-Counselor	1-6			X
		7-8		X	
		9-10		X	
		11-12		X	

APPENDIX B - 3

Gross Data Synthesis

Included following is information synthesized from all questionnaires returned by administrators, teachers and counselors. Minimum interpretation was applied to the responses, although some were synthesized within categories or sub-areas in order to facilitate the data reduction process. The gross data synthesis is presented in a format compatible with the outline and sequence of questionnaires:

Section I - Administrators	Grades 1-6
	Grades 7-8
	Grades 9-10
	Grades 11-12
Section II - Teachers-Counselors	Grades 1-6
	Grades 7-8
	Grades 9-10
	Grades 11-12
	Grades 9-12

GROSS DATA SYNTHESIS

Project VIGOR Evaluation Questionnaire

Section I, Grades 1 - 6 - Administrators

These responses are from 11 elementary school principals.

A. 00 - Awareness

1. All of the elementary principals reported that district goals have been established and nine out of the 11 stated that action plans had been prepared in their schools. Eight of the 11 stated that implementation was starting or underway to some degree. In three of the 11 schools some staff assignment changes have been due to career education emphasis. Along with all of the 11 reporting that their schools had staff involved in orientation to career education, the responses indicate that elementary schools have attended to informing and involving staffs in career education awareness programs.

2. Less than one half of the schools had community personnel come in and less than one half the schools sent teachers to observe work experiences.

B. 20 - Guidance

1. Three-fourths of the schools have counselors assigned with responsibilities to serve teachers as resource people, but only one-fourth indicate that teachers utilize services of the counselors.

2. Three of the eight counselors are included in planning, scheduling, and problem solving meetings about career education.

3. Principals suggested that supplying more information and providing for better communications would be important along with more time for counseling.

C. 60 - Articulation

1. Teachers have been given information about articulation through workshops and guide books generated at the district level.

2. Very little indication of attempts to maintain continuity through junior and senior high schools.

Section I, Grades 9 - 10 - Administrators

Although three administrators responded, two of the three vice-principals stated that they were not involved in or fully informed about the program, and made very minimal contributions.

A. 10 - Exploration

1. Although there may be goals and objectives for vocational exploration available at grades 9 and 10, there is no indication in the questionnaire responses that any exploration program exists.

B. 20 - Guidance

1. VIGOR has had a slight impact on guidance but information provided by the respondents is too meager to be interpreted.

C. 30 - General Curriculum

1. Information on the questionnaire is contradictory and incomplete to the point of not being interpretable, indicating that the administrative staff within the junior building does not have a common understanding of the VIGOR Program.

D. 60 - Articulation

1. Some effort is made to use the same people at several levels, and program outlines are used to some extent to coordinate career related aspects of courses. Respondents indicate very little emphasis placed on articulation.

Section I, Grades 11 - 12 - Administrators

Information for this section was provided by a vice-principal and an assistant principal at the high school.

A. 20 - Guidance

1. The Project has provided for additional staff to help provide guidance services. In the high school these include a program of guidance and assistance to students in developing career goals. Students are being helped with long-range planning through individual counseling. Seniors work with their counselors on short-range goals and planning the first steps they will need to take after graduation.

B. 30 - General Curriculum

1. General curriculum modification goals have been developed and action plans for obtaining them have been written. Changes in teacher assignments and administrator or nonteaching staff assignments have been made and special facilities as well as instructional materials and equipment have been provided to facilitate career education.

2. Persons from the community have been used in instructional programs and on advisory committees. They have helped the cluster staffs and VIGOR staff on a regular basis.

3. High school staff members have all been given orientation on career education. They have been given an opportunity to visit business and industry in the area.

4. Students from private schools have not participated in the program.

C. 40 - Clusters

1. Goals have been written and plans developed from clusters in the senior high program. Full-time instructors, certified vocational instructors, and seven people in the VIGOR office are assigned to the cluster program.

2. Advisory committees have been established for each cluster area, and have influenced programs in course content, type of facility, and work experience program. Teachers and counselors also serve on the advisory committees.

3. Special facilities have been established where building space permits and community facilities are being utilized. A limited but growing cooperative fellowship has been established with business and industry in the area.

4. Staff members have been given released time to visit appropriate business and industry in the area.

D. 50 - Work Experience

1. According to the two respondents, goals have been developed and are known to all the participating members of the staff. Teachers have been reassigned to some extent and are associated with work experiences in relation to their teaching cluster. Respondents believe work experience offerings should be increased in variety and number.

2. Teachers and counselors have been involved in planning committees and have been given released time to visit business and industry. An effective working relationship with business and industry exists but should be expanded. Some business and industry representatives have visited the school.

E. 60 - Articulation

1. Faculty orientation, faculty discussion to promote coordination of curriculum and career education, and some new courses or changed patterns in existing courses have all been working towards articulation. The problem of efficiently interrelating a number of complex components that are still in the development stage and are found in different schools requires attention of a trained staff, such as VIGOR personnel. In this case, communication, although necessary, is not sufficient by itself to achieve articulation.

Section II, Grade 1 - 6 - Teachers-Counselors

A. 00 Career Awareness

The statements of teachers and counselors in response to the career awareness questions were synthesized within a frame of reference emphasizing: (1) teacher involvement in career education program planning by school or district; (2) activities carried on to teach career education awareness; and (3) evidence of desired educational outcomes. The teachers and counselors responses were grouped by grade level and then by school. Some inferences from these statements are as follows:

1. Schools and grade levels in which more statements were made about planning, also had more statements indicating evidence of favorable outcomes. Schools and grade levels having negative statements about planning on the part of teachers, also had more negative statements concerning evidence of expected outcomes.

2. Based on statements from four schools turning in teachers' questionnaires, the lowest grades gave most positive statements regarding program effectiveness. A common reaction seemed to be that the career awareness efforts were very little different from past social studies activities and emphases, so they could be taken in stride with some additional benefits accruing such as field trips. However, a small minority indicated that since there was little difference the career education emphasis was unwarranted. There were no negative statements about outcomes from first or second grade teachers. Less information is expected from first or second graders as evidence of job awareness, and they are not expected to classify jobs in related clusters.

3. Questionnaire statements indicate that the schools vary in career education program implementation. Some schools have: (1) Enough faculty participation in and acceptance of the program to generate a favorable majority opinion; (2) sharing among teachers and/or organizations of teacher efforts; and (3) effective leadership within the building. Other schools report very minimal involvement of faculty members in the program.

    3.1 Planning in some schools is so organized that every teacher wishing to participate is involved. In other schools there is no mention of teachers' help in program planning.

    3.2 Statements referring to instructional activities reflect the wide range of planning by school committees. Some curriculum development, based upon career education goals, deserves recognition for excellence at one end of the continuum. Lack of any indication of modified curriculum is noticeable at the other extreme.

3.3 Outcomes expected of the program were assessed by design in two schools. This is an important consideration for future program modification by the Project staff. The support to program development given by evidences of success of professional efforts systematically and accurately evaluated is invaluable. Two apparent inhibitors of program change within the institution: (1) the contention that this isn't really new, just a different language; and (2) the conviction that "this too shall pass away if we all just ignore it," might be overcome by evidences of positive results from the career education program. This evaluation component for educational outcomes must be planned rather than left to casual subjective observations if it is to succeed in motivating teachers.

4. Variation in availability of materials is also evident in teachers' statements. Some teachers "bought their own" and others said they were amply provided for. There is some indication that lower grades fared better in availability of supplies and equipment.

5. Many suggestions for improvement of career awareness programs included more materials and ways of getting them. More significant in terms of career education philosophy were suggestions for: (1) specific subject status for career education; (2) a scope and sequence for career education; and (3) guidelines for teachers to follow. Better organization, better communication, and more sharing of projects among teachers were also suggested.

6. Other observations and opinions included some <u>emotional</u> rejections of both the evaluation questionnaire and the program, but no <u>information</u> contraindicating continuance of the program. Several positive suggestions such as: (1) show teachers the real values of the program; and (2) provide the in-service needed by teachers will be of value to the Project. The fact that teachers have asked for it is a strong entry argument for offering in-service activities.

B. <u>20 - Guidance</u>

Information in this section was synthesized with intent to organize information by: (1) counselor participation; (2) counselor effectiveness; (3) teacher participation; (4) teacher effectiveness; (5) counselor-teacher interactions (6) effectiveness of counselor-teacher interaction.

1. Difference between grade levels was not discernable due to the small number of teachers making individual responses.

2. Difference between schools are not shown due to small amount of information in school responses.

3. Neither teacher nor counselor participation or effectiveness in providing guidance services can be assessed through the sample of questionnaire responses obtained. It is possible that teachers thought this part of the questionnaire was for counselors to fill out only.

C. 60 - Articulation

1. Responses were examined by grade level for four schools. There was no real difference between schools. No grade difference was discernable except for the staff person visiting all six grades for forecasting purposes.

2. Responses were few for this section and lacked depth.

Section II, Grades 7 and 8 - Teachers-Counselors

A. 10 - Vocational Exploration

1. Vocational exploration is being planned and implemented by students and teachers. Experiences involve actual work and placing the student in direct contact with workers.

2. Students from Gilbert are far from business and industry, and Floyd Light Middle School students are limited to opportunities closely related to the school.

B. 20 - Guidance

1. Guidance functions are all adequately implemented with respect to faculty involvement in helping students: (1) relate to the world of work; (2) relate school courses to work; (3) assist their own interests; and (4) see how their own personal characteristics relate to occupational requirements.

2. In order to serve more students, they need more counselor time, more in-service for all teachers, and more materials and films.

C. 60 - Articulation

1. Articulation is rather broadly interpreted by respondents to mean something more like complete coverage. Forecasting seems to be the main student-counselor activity facilitating articulation.

Section II, Grades 9-10 - Teachers-Counselors

A. 20 - Guidance

1. Information on guidance came largely from two guidance counselors. Teachers and counselors help students with career goals in informal discussions or in forecasting procedures. Teachers try to relate curriculum to vocational needs.

2. Long-range goals and plans are discussed but not the forthcoming immediate postgraduate plans of students.

3. Students help assess their own interests and aptitudes through discussions with teachers.

4. No indication on emphasis on developing attitudes toward work.

5. More personnel and more guidance resources are needed.

B. 30 - General Curriculum

1. Teachers and counselors have been involved in goal development, but there is no information about developing action plans.

2. Teacher assignments with career education emphasis have and will continue to be changed.

3. Pamphlets are made available to students.

4. All counselors and teachers have been given orientation on career education.

5. Teachers and counselors have not visited business and industry to any appreciable degree.

C. 50 - Work Experience

1. Some work experiences have been scheduled by counselors or teachers and some provided in actual work environments.

2. Work experiences are planned and provided mentally retarded students.

D. 60 - Articulation

1. Teachers and counselors discuss continuity of offerings with individual students.

2. Teachers and counselors try to provide continuity of activities for students through the forecasting assignments.

3. Some teachers try to relate their subjects to vocations.

4. There is no real emphasis on articulation.

Section II, Grades 9 - 12 - Non-Cluster Teachers Only

Teachers' responses were tabulated separately by discipline for comparison purposes. Groups with more than six responses; language arts - 24, social studies - 14, math - 11, fine arts - 10, science - 7, and a group of eight unidentified questionnaires were examined for differences in awareness, participation and goal development, and assignment changes. No differences were discernable.

A. 00 - Awareness

Nearly all of the teachers indicated awareness of VIGOR. Three-fourths of them gave an answer other than "vocational education revisited," showing some awareness of career education vocabulary.

B. 30 - General Curriculum

1. One-fifth of this group, which excluded counselors, occupational instructors, and department heads, gave even a minimal indication that they had participated in curriculum modification. About one out of twelve mentioned some activity or assignment change.

2. The character of the responses reflected minimal program impact. Compared with 1-6 teacher responses, and 9-12 were much more detached from the program.

3. A small number indication that the VIGOR materials were used is consistent with the above.

4. Opinions are divided on need for information or orientation for teachers. It is likely that some teachers are satisfied with scanty information because of little or no involvement in career education planning and problem solving meetings, and no contacts with the cooperating business and industries. However, the need for both orientation in depth and continuing information about progress of the program is apparent.

Section II, Grades 11 - 12
Occupational Teachers, Counselors and Department Heads

A. 20 - Guidance

1. From responses of the eight special teachers that answered this section, there is recognization of the importance of counseling efforts made by both counselors and teachers to guide career education planning by students. There is some indication that their efforts have been effective.

2. Department heads did not respond as optimistically as did teachers, indicating the need for a special effort to support and draw support from the high school department chairman.

3. The group of respondents as a whole recognized and supported the guidance efforts of goal setting, long-range planning, and short-range planning as well as the importance of basing these activities on students' interests and abilities. Additional support and information was called for including supplies such as tests, test materials, and information such as location and nature of all work experiences possible.

B. 30 - Articulation

1. Some things are done in schools that can be pointed out as articulating activities, but there is little indication that program articulation is of much concern, either as a concept or as a goal.

C. 40 - Clusters

1. Responses to the A and B cluster questions were negative only two times out of 40. Both were counselors. Half of the 40 did not respond. This pattern of very low rejection and high rate of non-response is found in the first nine questions. Probably those individuals connected with the cluster know them very well, while others did not feel sure.

2. Responses to ways individualized instruction opportunities are provided and the extent to which they are used by students were the best in section five and should provide a point of entry for the Project staff to further develop the cluster concept.

D. 50 - Work Experience

1. The counselors, occupational instructors, and department heads responding to the work experience questions were in general agreement that enough was going on to allow a favorable answer to most of the questions.

2. In the present stage of development of this aspect of the program, the important apparent next steps in management include: (1) provide definite operations and summary information to the manipulators (teachers are planning the scheduling according to the respondents); (2) state criteria for qualitative aspects of experience (students should not stand around and learn how not to work); (3) provide a simple combination record-keeping activity suggestion document, periodically available to teachers and possibly to students.

3. Job assignment follow-up information, especially on part of department heads and counselors, is indicated by their lack of information on question 1g. Special teachers seemed better informed.

E. 60 - General Curriculum

1. Department chairmen have very little to offer concerning goal development, action plan development, and changed assignments.

2. Probably all but very new members and the staff have had some orientation to career education.

3. Department chairmen did not respond to the number of people visiting business and industry or to the extent teachers and counselors are involved in planning and problem solving.

4. Lack of suggestion or observations in the area of general curriculum is noticeable.

APPENDIX C

Included in this Appendix:

C-1 - Questionnaire Component Structure (Matrix)

C-2 - Examples of Three Questionnaires used in the Evaluation

C-3 - Interview Outline Used by OBE Staff Specialists

APPENDIX C-1

Questionnaire Component Structure

(Nine by Seven Matrix)

Seven project components were differentiated for nine respondent groups, providing from one to five response categories for each group.

Grade/Class Level	Respondent Groups	
	Administrators	Teachers-Counselors
	PROJECT COMPONENTS	
1-6	Career Awareness Guidance Articulation	Career Awareness Guidance Articulation
7-8	Exploration Guidance Articulation General Curriculum	Exploration Guidance Articulation General Curriculum
9-10	Exploration Guidance Articulation General Curriculum	Exploration Guidance Articulation General Curriculum
11-12	Work Experiences Guidance Articulation General Curriculum Clusters	(Occupational Teachers, Counselors, Dept. Heads only) Work Experience Guidance Articulation General Curriculum Clusters
9-12		(Basic Educ. Teachers Only) General Curriculum

APPENDIX C-2

Following are examples of three questionnaires used in the evaluation.
The three shown are:

Administrators- Grades 1-6

Teachers-Counselors- Grades 11-12

Teachers only - Grades 9-12

Instructions were the same for each of 9 instruments. A majority of the question items used in all other questionnaires are shown among these three. Complete sets of the nine questionnaires are available from the VIGOR office or the project evaluator.

Career Education Program

Project VIGOR Evaluation

Grades 1-6

Section I

This section to be completed

by Administrative Staff

Building _____

Prepared by _____ Date _____

Title or position _____

Instructions

Please read each of the following items and, for those that are within the scope of your experience with the project, provide as much information as you are able concerning either or both of the following: (1) Present status and (2) Change since the inception of the project.

If you have no experience with an item or have no basis for making a judgment about it, leave the item blank.

Communication will be enhanced by your use of any specific measures or indicators of quantity or quality such as a change in the number of students enrolled in a particular course.

If you have an impression or opinion about an item but do not have enough information to express your response in measurable terms, please write a brief narrative statement on the item.

The items that follow are not assumed to adequately cover all aspects of the project. We hope, however, that these items will be useful in helping you review your experiences with the project, to focus on the results of those experiences, and to communicate information that will be useful in assessing the impact of the project.

Please add additional items or enclose supplementary information that you consider pertinent.

Project VIGOR

Grades 1-6

Administrator's Assessment

I. Career Awareness

a. Have goals or objectives been established for development of a career awareness program in the District?

b. Have action plans for attaining these goals been prepared? To what extent have they been implemented?

c. Have changes in teacher or counselor assignments been made as a part of the career awareness effort? Please explain.

d. Have administrative or non-teaching staff been given special assignments involving career awareness? Please explain.

e. What personnel or other resources from the community have been utilized in instructional programs?

f. Have staff members involved with the career awareness effort been given an orientation on career education? How much time was spent?

g. Have staff members been given an opportunity to visit business and industry in the area? How many staff members? How many visitations?

h. Have staff members who have a role in career education been involved in planning and problem-solving meetings? How many? How much involvement?

i. To what extent have students from private schools in the community participated in activities resulting from Project VIGOR?

j. What suggestions do you have for improving the career awareness aspect of the program?

k. Other observations.

II. Guidance

a. Has Project VIGOR increased the specific guidance services available to students to assist in assessing their own interests and aptitudes? Have there been changes in staffing or work assignments in order to accomplish this?

b. Has anything been done as a result of the project that has helped students develop better concepts of vocations and more positive attitudes toward productive work?

c. Has the project provided a program of guidance and assistance to students in the development of career goals? How many have taken advantage of these services?

d. Has a program of education and assistance in the preparation of long-range plans for attaining career goals been provided? How many students have participated?

e. Is guidance available to students in setting short-range goals and preparing action plans for the first step in their careers after graduation? How many students have received this type of assistance?

f. What suggestions do you have for improving the guidance aspects of the project?

g. Other observations or opinions

III. Articulation

a. What steps have been taken to coordinate the career education program among the grade levels in the elementary schools?

b. What action has been taken to provide continuity through the junior and senior high school aspects of the career education program?

c. What suggestions do you have for improvements in the articulation of components of the project?

d. Other observations or opinions.

Career Education Program
Project VIGOR Evaluation

Grades 11-12
Section II

This section to be completed
by Teachers and Counselors

Building_____

Prepared by_____ Date_____

Title or position_____

Project VIGOR

Grades 11-12

Teachers' and Counselors' Assessment

I. Work Experience

a. Have teachers or counselors been involved in planning or scheduling of work experience within the community?

b. To what extent are known opportunities for work experience within the community utilized by students involved in the project?

c. Have work experiences been provided in actual work environments involving the use of materials and equipment used in occupations ?

d. To what extent have work experiences provided specific training in job entry skills?

e. Is there a system for recording individual students' goals and programs and for assessing and recording their progress? To what extent is this being done?

f. Are there several options available for work experience in each of the principal career areas?

g. To what extent are students in direct contact with workers while on the job?

h. Does the program provide for participation by handicapped students? How many are involved?

i. How many students from private schools in the area are now participating? Approximately how many have participated since the inception of the program?

j. What suggestions do you have for improvements in the program that would make the work experience aspect more effective?

k. Other observations or opinions.

II. Guidance

a. To what extent have teachers and/or counselors been involved in assisting students in the development of career goals? How many students have prepared such goals?

b. Have teachers and/or counselors guided the preparation of students' long-range plans for attaining career goals? How many students have developed such plans?

c. How are students assisted in preparing plans for the first step in their careers after graduation? How many have prepared these plans?

d. How are students helped to assess their own interests and aptitudes? To what extent is this done?

e. What is being done to help students develop a positive attitude toward productive work?
Is there evidence of such attitudes existing in the student body?

f. What suggestions do you have for improving the guidance aspects of the project?

g. Other observations or opinions.

III. Articulation

a. In what ways have teachers and/or counselors helped provide continuity in the program beginning with career awareness and continuing through vocational exploration, vocational clusters and work experience?

b. What steps have teachers and/or counselors taken to coordinate the career-related aspects of courses in the general curriculum within the junior and senior high programs?

c. Do you consider the general curriculum, work experience and clusters elements to be coordinated and complementary?

d. What suggestions or recommendations do you have for improving articulation?

e. Other observations or opinions.

IV. General Curriculum

a. Have teachers and/or counselors participated in development of goals or objectives concerning the modification of the general curriculum so that it will complement the career education program?
How many staff members?

b. Have teachers and/or counselors assisted in developing action plans for attaining these goals? To what extent have they been implemented?

c. Have changes occurred in assignments or numbers of teachers employed for teaching in career education related courses? Please explain.

d. To what extent have the special facilities, instructional materials and equipment procured through Project VIGOR been utilized in career education?

e. Have all teachers and counselors involved with the project been given an orientation on career education? If not, approximately how many have been excluded?

f. How many teachers and counselors have visited businesses and industries in the area that are cooperating with the career education effort? How many visitations for each?

g. To what extent are teachers and counselors who have a role in career education involved in planning and problem-solving meetings?

h. How many courses or programs have been prepared by teachers functioning as education curriculum development contractors?

i. What suggestions do you have for improvement in the aspects of the project relating to general curriculum?

j. Other observations or opinions.

V. Clusters

a. To what extent have teachers and counselors been involved in the planning of clusters?

b. Do teachers and counselors participate in cluster advisory committee meetings?

c. Do all cluster programs provide for development of entry level job skills? If not, please explain.

d. Are adequate facilities, equipment and instructional materials available? What are the principal deficiencies?

e. In what ways are individualized instruction opportunities provided? To what extent are these opportunities utilized by students?

f. Do you consider the range of learning experiences in each cluster to be broad enough? If not, what should be added?

g. How extensivley have community facilities and equipment been utilized in teaching clusters?

h. Have speakers or resource people from the community participated? How many? How often?

i. Do you consider the cluster program to be effective in providing students with educational and occupational mobility?

j. What suggestions do you have for improvement in the aspects of the project relating to clusters?

k. Other observations or opinions.

Career Education Program

Project VIGOR Evaluation

Grades 9-12

Section I

(Revised for General
Curriculum Section Responses)

This section to be completed

by Teachers

Building_____ _____Grade Level_____

Prepared by (Optional)_____Date_____

Subject Area(s) or Teaching Assignment(s)_____

Grades 9-12
Teacher's Assessment

IV. General Curriculum

a. Are you aware of PROJECT VIGOR?
-If yes, what does it mean to you as a teacher?

b. Have you participated in development of goals or objectives concerning the modification of the general curriculum so that it will complement the career education program?
-If yes, what was the nature and extent of your participation?

c. Have changes occurred in your assignement with regard to teaching in career education related courses?
-If yes, what is different about your present assignment?

d. To what extent have the special facilities, instructional materials and equipment procured through Project VIGOR been utilized in your classes?

e. Have you received information about and/or an orientation on career education?
-If no, do you think either are necessary?

f. Have you visited businesses and industries in the area that are cooperating with the career education effort?
-How many visits?
-For what purpose?

g. To what extent are you as a teacher involved in planning and problem-solving meetings which affect the career education program?

h. Have you prepared any courses or programs by functioning as an education curriculum development contractor?
-What specific courses or programs?

i. What suggestions do you have for improvement in the aspects of the career education project which relate to your curriculum area?

j. Other observations or opinions.

APPENDIX C - 3

Following is the question outline used by OBE staff specialists from Career and Basic Education in interviews with David Douglas Staff.

Thirteen specialists (9 Career Education; 4 Basic Education) interviewed 33 David Douglas Teachers, Administrators and Counselors.

Results of these interviews are incorporated throughout the Findings and Conclusions of the Final Report. The personal interviews served to verify information collected via the questionnaires, provided for direct contact of OBE staff with personnel of The David Douglas schools, and resulted in new awareness of the Project, it's problems and accomplishments for OBE staff members.

APPENDIX C -3

DAVID DOUGLAS PROJECT V.I.G.O.R. EVALUATION

Oregon Board of Education Staff Interviews

Date: _____

1. Person interviewed _____
2. Department, School or Area _____
3. How do you feel about career education?
4. Can you list 3 or 4 Key Things that are going on here that have been effective?
5. What have been major problems in developing your program?
6. What are your greatest needs for:

   --Program?

   --Personnel?

   --Facilities?
7. What plans do you have for next year for your program?
8. How many students & staff have been involved or affected by your program:

	This year	Expected next year
Students	_____	_____
Staff	_____	_____

9. How effective has this involvement been?
10. Anything you would like to add?